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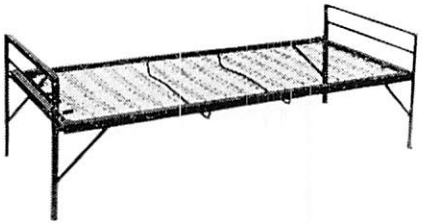

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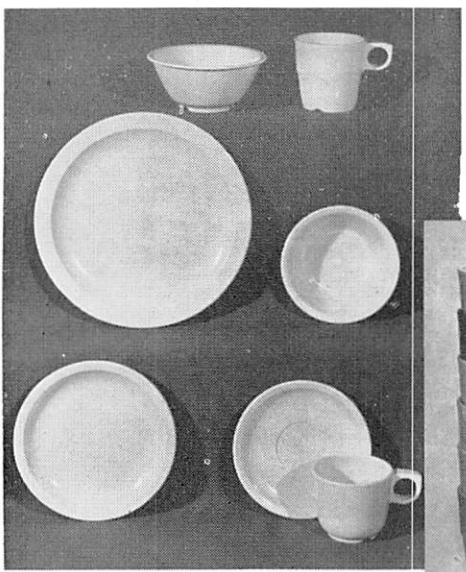

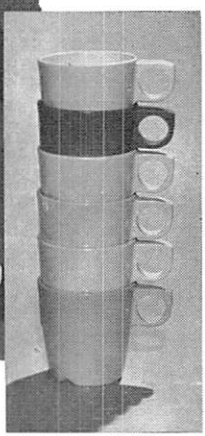

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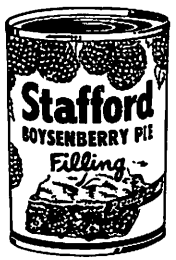

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THE FUTURE LOOK

by W. D. Smith, Ed.D.
Immediate Past President,
Canadian Camping Association

Increased Participation

Participation in the camping movement is increasing annually in Canada. More people are taking an active part in camp leadership and camp committee work, and more of our Canadian youth are taking advantage of the fine programme offered by a wide variety of agencies, groups and individuals. There are over 1,600 camps in Canada today servicing at least 500,000 campers.

Public interest is growing, and with it, an awareness by many of us, both east and west, that camping is taking its rightful place as a major contributor to the mature growth of children and young adults in Canada. Federal and provincial assistance to camping associations is playing an important role in the development of qualified leaders. Provincial associations are working in close co-operation with provincial departments in order to initiate or maintain standards in the areas of accreditation and licensing.

Present Trends

In a recent article in the Camping Magazine of the American Camping Association (#1), William E. Brattain comments on the results of a survey taken to evaluate the general course of today's camping. Over ninety per cent of the respondents agreed on the following seven points:

> Programmes are becoming more flexible, with less adherence to formal class type schedules and more opportunity for change . . . trip and travel camping is on the upgrade . . . better trained and more mature counsellors, particularly leaders with group leadership skills, are sought by camp administrators . . . the need for establishing basic personnel and professional requirements for camp directors seems more and more apparent . . . camps are concerned with both facility and programme development . . . administrators are increasingly aware of meeting certain standards . . . various governmental agencies have increased controls in camping, especially in regard to legal controls and health and safety requirements.

In all likelihood, the majority of these apply to Canadian camping but I wonder if we are keeping pace with personnel and professional requirements for camp directors, meeting certain standards, or the increased

controls for health, safety requirements and legal liability.

Kirk Wipper, of the University of Toronto in addressing the Nova Scotia Camping Association (#2) during their 1964 Camp Directors' Seminar suggested several facility trends. They should be favourably considered for camp maintenance and development. One involves the use of plastic material such as plastic pipe for water lines and fibre glass for screening as well as boat structure and repairs. Another indicated a new and modern, contemporary architecture of camp buildings designed by specialists in the field.

Problem Areas

In addition he outlined several problems that camp owners and associations should attempt to solve in programming. Why do the majority of children start camping at the age of nine and stop at the age of thirteen? Why is there such a large segment of boys and girls in this country who have no camping experiences open to them? We should find answers to these questions in the immediate future or we are not facing up to our responsibilities.

The Future

The future look in camping will see an increase in fees and counsellor's wages. Camp personnel will have better qualifications but it will require more extensive training—in-service by the camp, graded standards by provincial associations and national leadership schools for selected individuals.

There will be a better evaluation of what actually takes place at camp. Changes in campers will be measured objectively and research will give some indication of what programmes are necessary to foster improvement. Attitude changes, an awareness of inter-cultural understanding and better human relations fostered through camping experiences will be emphasized.

Individual camps will look back long enough to record a history of their development and a more precise outline of their own particular philosophy. Camp folders and brochures of the future will be more individualistic and stress their own camp philosophy and history. The era of publications advertising camp openings in dreary, uniformity, where all literature sounds the same no matter what camp it represents, should be replaced.

There will be greater use of public lands for resident camps and a better conception of the conservation of our resources for tomorrow. Small areas will be leased with permission to use and develop adjoining parkland and conservation regions. New programmes of outpost camping will augment those currently offered and define more exactly the differences between decentralized and outpost camping.

Camp programmes for teen-agers will be studied and evaluated in order to increase participation by the currently diminishing group of the "in-betweeners" — neither children nor adults. It will require concerted effort and co-operation by sociologists, psychologists, social workers and camp personnel to make any inroads on the problem.

Church camps will increase their residence time to a minimum of two weeks with voluntary staff gradually being replaced by paid leaders in the roles of administration and supervision. The important job of the volunteer will require more training, greater recruiting and a better under-

standing of the interests, needs and group interaction of campers.

Provincial Associations

Let me re-affirm some implications for the future originally outlined at the 1963 Institute of the Manitoba Camping Association (#3) in an address on Leadership in Camping:

> Provincially, more of our associations should be doing something about: a provincial charter, legislation for tax relief, conservation, provincial parks, school camping and year-round use of facilities . . . is there a need for the study and development of day camp and family camp standards? Should we compile statistics on the number of camps and campers that the association represents? Should information booklets on camping areas and resources be published provincially? Nationally?

I would anticipate that these and many others will be realized in the next decade if we are to keep pace with recent developments.

Nationally, the Canadian Camping Association can expect to face problems of expansion and a general self-evaluation of the part it can and should play in the development of camping in Canada. Federal grants for projects will tend to unite provincial associations in a common purpose and goal. The C.C.A. constitution will be revised with greater emphasis on bi-cultural and bi-lingual understanding. Some conflicts will arise because of the increased fee structure forcing us to hasten the self-evaluation procedure.

There is a trend towards biennial meetings of the association with regional or provincial meetings replacing the annual sessions. The cross country journey as a centennial project will re-awaken the pioneering spirit of travel by the early fur traders and unite provincial associations in a common cause. Inter-cultural understanding through camper and counsellor exchange programmes will be evaluated to clearly indicate that attitudes and appreciations for the different cultures in Canada can be changed in the camp setting. Foreign students under the External Aid Program of the Government of Canada will make a contribution to the camp experiences of our youth under a voluntary assistance program co-ordinated by the C.C.A.

Publications on camping will increase in scope and an annual directory of Canadian camps, camping areas and facilities will supplement the literature in the field.

The Challenge

It is a time of change — a change so rapid that it is difficult to keep pace. If we can eliminate the petty problems of the past, if we can continue to emphasize the service to others, if we can develop an all-Canadian unity of purpose and endeavour, and if we believe it is so important that we cannot fail — then and only then, will camping assume its rightful place as a major contributing factor to the fullest development of Canadian youth.

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Give Your Heart to the Children . . .

Whether in Day or Resident Camp

by Shirley Hall

Give your heart to the children and give your brain to organization.

The heritage of our country is steeped in a glorious history of outdoors and outdoor living. The Indians, voyageurs, fur traders, pioneers, missionaries and settlers all depended upon their knowledge and skill in the use and conservation of nature and learned that conservation was the very essence of their existence. This heritage must be passed on to the children of today who are ready and eager to experience outdoor life because of their imagination and adventurous spirit. Many children of today have little knowledge of the wonders of nature and the joy of outdoor living. The environment of crowded apartments, subdivisions, small gardens, few trees and small families is not conducive to a happy, group outdoor living experience. Some fortunate children are able to go far away from the crowded city to a resident camp for two, or more, weeks each summer, but many must stay at home and try to fill the summer days with worthwhile activity. It is to these "pavement-bound" children that Day Camping can be of value.

There are many excellent programmes of activity and interest offered to "pavement-bound" children during the summer months—supervised playgrounds, sports clinics, craft clubs, swimming lessons, tours of local points of interest — but Day Camping is unique in that its relationship to, and use of, the out-of-doors is the focal point. And so, we move out of the church basements, school playgrounds and areas hemmed in by city sights, smells and noises to campsites where the campers are surrounded by hills, ravines, trees, fields, flowers, birds, insects, space, and a pond or stream. What we do when we move into this wonderfully free atmosphere of outdoor living is what makes the difference between a real day camp experience and any other programme which could be equally well offered in a building or playground. We leave behind the baseballs and bats, the tennis racquets, the paper crafts, the record player, the mosaic tile and the plasticene and we learn to camp and enjoy and respect nature.

Hiking, woodlore, nature lore, cookery, campcraft, archery, woodcraft pioneer and Indian lore can be offered in most Day Camps. Swimming can also be offered in many Day Camps. These are basic skills which are a real part of outdoor living and many programmes full of fun and adventure develop from them—skits, crafts, creative drama, wide games, overnight sleep-outs, tracking and Pow-wows, to name a very few.

Campers should be introduced to these camp skills so that they have meaning in living a comfortable life out-of-doors and so that the campers understand the "why" of learning and doing the various projects. A leader with his new group of eight or ten campers will encourage his group to find a suitable, comfortable campsite within the day camp area. This is the

time to explore the camp area with the campers; have them suggest various campsites: point out why this gully could be unsuitable in damp weather or why under that big half-dead elm may not be a safe place on windy days. Once the campers have chosen their special campsite try to have them suggest who will be needed in or near the campsite so that we may be comfortable and will make our outdoor living easier. Oh, we would like to have a fire! What for — for cooking, for warmth, for the simple pleasure of sitting around our own fire singing songs or telling stories? For all these reasons! Fine, then there are many things we must learn about many different types of fires! But, first of all, we must be aware of fire safety. Why can't we just build a fire any place in our campsite? Yes, fires can be dangerous unless properly prepared! This is the time to teach the campers about turfing, or choosing a sandy area, and choosing a place free of hazards such as low-hanging branches, and the necessity of having easy access to water or sand for extinguishing the fire.

Our first project is to be a cooking fire. Maybe we can find flat rocks to build up a shelf on either side of the fire for balancing our cooking pots and pans. Possibly we should dig a small trench and construct a trench fire. The counsellor can point out the merits of various types of cooking fires; show the children how to prepare for them and let them do the building. Now, we need wood and kindling for our fire. What kind of wood; where can we find it, what kinds of materials are best for kindling? This is a perfect time to make the children aware of the importance of conservation. We never destroy or burn living, green trees. (Green wood doesn't burn well, anyway!) Now, we have our wood collected. Where should we store it? What might happen if we placed the woodpile where the wind could blow the flames onto it? And so our wood must be piled safely "up-wind" from our fire-site. Now the children can be shown the tee-pee fire, the log cabin fire. Let them pair off and try constructing these fires themselves. A water-boiling contest would be fun at this point. (Add a few soap chips to the can of water and the campers can really get the thrill of seeing something happening when their pot boils.) This will point out that their can or pot got awfully black and sooty by being over the flame, and it is very difficult to clean. We don't want our cooking pots and pans to get like that! What can be done about it? Let the campers soap the outside of a pot and see if it is difficult to clean after being over a fire. It cleans easily, doesn't it?

The campers may have found out that their pots should be further away from the flames than the trench or stone shelves allowed. Fine, we can build a tripod or construct a pole arrangement between forked sticks. The leader of young campers will use the hatchet and knife himself, but a leader with older children can teach them the safe and proper use of these potentially dangerous "weapons". At any age the campers must be taught a respect for sharp implements and that they must never be used without permission and strict supervision.

What else do we need on our campsite? A shelter—for ourselves, for the woodpile, for our utensils? Good idea! How can we build these? The counsellor can show pictures and diagrams of various types of shelters; tarpaulin, lean-to, etc. This is a perfect time to teach lashing, as the campers can see its purpose directly in relation to what they are building for a useful purpose.

The campers might suggest many other things they would like to have at their campsite; pot hooks, dish rack, "dish pan", table, seats, cup tree,

clothes tree. Allow the campers to be creative and experimental, but do not impose adult standards.

The group will be eager to cook a real meal over their own cooking fire. At least one day, and preferably two days, before a cook-out discuss with the campers what they would like to cook for lunch. They may want to start simply with weiners on sticks and hot chocolate, but later they can be led to trying more ambitious menus of stew, pancakes or fritters, tin-foil cookery, casseroles, puddings, tea biscuits, etc. Send a note home with each camper requesting the food item which he is to provide on cook-out day. Let each camper share in creating the meal. Some will build and tend the fire, others will help with food preparation and cooking, and they will all have a hand in cleaning up the campsite after the meal. Remember, at Day Camp you are not trying to win an award for outdoor cooking; you are trying to feed your campers a wholesome lunch and teach some of the basic cooking skills.

On your excursions around the camp area to collect wood or procure equipment from the camp director the campers will be side-tracked many times a day by a bird, frog, snake, fungus, weed, wild flower, stump, the sound of a woodpecker, a cloud formation, or any one of a million things. Let them stop and look at this new creature or thing. Take time to explore this new wonder and discuss it with them. If you don't have the answers to their multi-million questions, have the courage to say, "I don't know, but let's find out together". The camp director should have a small, but good, library available for the counsellors' use. Exploring the world of nature can lead to many other fascinating projects. Maybe the campers would like to build an ant village (between two panes of glass) and observe the "busy-ness" of the ant colony. Your group may wish to keep a nature diary or a weather chart. Possibly they would like to mark a nature trail, make a list of all the various kinds of trees, wild flowers, or weeds on the campsite. The possibilities are only limited by the imagination. In discovering acorns or pine cones the girls may decide they would like to make lapel pins, or necklaces for their Indian costumes. Teazles, cattails and milkweed pods are marvellous for constructing dry bouquets. The boys may want to make an Indian tomahawk or construct an animal out of queer shapes of dried wood or driftwood. Again, the possibilities of nature crafts are endless. Hikes can be organized with a specific purpose in mind: to collect pine cones for crafts, to count all the oak trees, to follow a stream to its source, to find a muskrat hole.

Naturally, every Day Camp counsellor will have a well-balanced weekly programme planned for his campers in order that many new things can be experienced and learned, and so that every child will have the opportunity to accomplish a special skill. The important thing is to be flexible; change the programme on the spur of the moment if the weather or campers' interest dictates a change. Remember, day campers return home every evening full of the adventures of the day. Send them home happy!

The highlight of any Day Camp programme is the overnight sleep-out. Most of us in Day Camp operation have found that children under nine years of age are not ready for this experience; either emotionally or in the realm of skills. This is a special adventure for the older children and a "testing" of many camp skills. Now the campers must learn to pitch a tent. Where is the best place; why? Should we trench the tent; why? Show the campers these things and let them do it with your help. How do we

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PROGRAMME POT-POURRI

A Little Bit of Everything

by Gordon MacNab
Vice-President
Canadian Camping Association

A. CAMPFIRE PROGRAMMES

What is a Campfire?

—a get-together for a happy time
—either a ceremonial or ordinary campfire
—all-camp group or individual cabins
—fire should be blazing (not smoking)
—have plenty of firewood handy—maybe you could appoint special fire-tenders
—if there is a ban on fires, you could place the cabin lanterns around the dry campfire.

Special openings

1. Medicine Man or Witch Doctor could enter and point in the various directions of the compass.
2. Each cabin comes to the campfire with a torch. At a certain time the camp chief could call on each group to place their torch into the fire.
3. Campfire could be set ahead of time with chemical powders and a hidden candle. At a special moment someone could trip a wire that is tied around the candle; it would fall onto chemicals which which would burst into flame.
4. A wire can be placed from a tree to the campfire, and the fire soaked in kerosene. At the right time, someone hidden in a tree will light a tied bundle of rags and send them down the wire to the campfire.

Coloured flames

Ingredients: clorin salts, coarse salts, bluestone, paraffin wax.

For red—strontium nitrate
yellow—calcium nitrate
green—borax
purple—potassium chloride

Use of Singing in Camp

—unifying influence
—helps in developing camp theme
—holds atmosphere in ceremonials
—a happy camp is a singing camp

Choice of Songs

—it's a good idea to have your programme written in advance and try to stick to your programme—the exception would be, of course, informal get-togethers on outtrips, evening snacks, etc.
—song types: introduction, rousing, action, slower and then closing
—do *not* use song sheets during campfire—learning from them would be an excellent programme for rest period when they could be memorized.

Song Leading Techniques

—know the song thoroughly
—enjoy leading and look as if you are enjoying it all; relax and let yourself go
—keep the group singing *together*

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—teach the group to watch the tempo the leader is giving

—vary the rhythm (or even the pitch) if the song lags.

—for a smaller group use the campfire circle

—for a larger group use the horseshoe circle—this helps get control and attention of *all* the group

—stop programme on time — always stop when activity is still in high interest. If you are in charge, have some signal agreed upon between you and song-leader.

—teach one new song each campfire

—campers and new staff should be trained to lead at least half of each programme. Remember a fine voice isn't necessary, enthusiasm counts for a lot.

—when teaching a new song, tell a bit about its background to set the mood; sing it through once (maybe some of the staff will know if and join you); then get the group doing it, line by line. Don't sing it too often—come back to it again next day.

Remember — songs can be the backbone of your campfire — everything can be built around them. It helps if someone can accompany on accordion, guitar or other instrument. Some evenings there will be other activities, but whenever there is a campfire make it a *good* one. It should not last over an hour, or if there are refreshments, a story or stunts, add an extra fifteen minutes.

Divide your Programme as follows:—

1. Hello Songs—everybody knows all the words.
2. Action Songs—using various parts of the body.
3. Follow after the leader—a great favourite.
4. Rounds.
5. Special songs with a different twist.
6. Contests, games, skits, action stories, special presentations.
7. Slowing down songs — to settle down tempers before bedtime.
8. Spirituals.
9. Story or legend.
10. Closing — end your programme with one or two of your camp's special songs or your traditional closing—quiet, lifting to the spirit.

Meals—"off the cuff" singing at mealtime is good fun, each table starting a song and the others joining in.

SPECIAL SECTION OF CAMPFIRE

1. Icebreakers

Royal Order of Siam: O wha (kneel) Tah noh (hands up) Siam (bow). Gather speed "Oh, what an ass I am". Chinese Prayer: everybody kneel, bend forward forehead on floor repeating "I know my heart, I know my mind, I know that I am stuck up behind".

Frog Pond: high voices—tomatoes, tomatoes, tomatoes; middle voices — potatoes, potatoes, potatoes; bass voices —fried bacon, fried bacon. Then all go at it at once.

I am a Monkey: series of statements, leader gives the lock. Group repeats statement and adds the word *key*. "I am a gold lock" — group — "I am a gold key," "I am a brass lock" —"I am a brass key," "I am a monk lock"—I am a *Monkey*".

Community Sneeze — divide into 3 groups "Hashee, Hishee, Hoshie", then go it all together. The same with barnyard noises, each group a different animal.

2. Contests

Hand, leg, and wrist wrestles — Japanese tugs — knife reaches — talk

fests — pillow fights — gun, wolf, man (for groups) —don't laugh contests.

Games: Chip and chop — luggage packing — Mathew, Mark, Luke — — continuing stories — bear or lion hunt — Jacks alive — Indian dances — Camp director's hat — for groups: Brutal Miner, Ghost story, and small group: Picture drawing— skits — comical track meet — Hobo bands—Carnivals.

Yells:—follow the leader. Here are some. You can make up some fine ones of your own!

1. *Very Good:* "Good—Very good— Very, very good—Phenomenal!"
2. *Guillotine* "Scratch, screech, etc." pulling up blade — "Swish . . . swish" blade going down — "Plop" head comes off — "Plop, plop, plop . . ." head is rolling down the street.
3. *Watermelon* Swash (make action and noise of eating a huge watermelon)—Yum, yum (rub tummy) spat, spat (spit out seeds).
4. *Ginger Beer Yell* Click (top being opened) — Clock (remove cork — use tongue)—Fizz (beer fizzing)— Cluck (sound pouring into the glass) Oggle. oggle (drinking)— Ah! (satisfaction).
5. *Mosquito* The Buzz (trace flight of mosquito with the finger) —,the Sting (click with tongue in mouth) — the Result (OW!) — the Swat (slap hands on knee) — The Cry (got him!)

B. OUTDOOR SPECIAL EVENTS

Hikes: Exploration — tree, bird, or plant identification. Collections—driftwood, shells, fungus, insects, berries, etc. Meals—early morning hike with breakfast; special picnic lunch outing; beach party with swim, cookout supper, games.

Pioneers and Indians — capturing scalps.

Capture the Flag—divide camp into 2 groups—can be really exciting.

Sardines—one person hides, as others find him they hide with the first sardine.

Kick the Can—excellent in the woods.

Scavenger Hunt, or a Treasure Hunt, and — always popular — a Counsellor Hunt.

Potato Fry—whose is first fire going, best onions and potatoes, best clean-up, who got water boiling first?

Circus—each cabin puts on an act out-of-doors. Could be a parade too.

Kite Contest—for windy days. Good project beforehand, making kites.

Rodeos, sailing trips, or any of those things your camp specializes in.

Special Projects—nature trails, gates, fence, rockwork, dug-outs, a fort. Making small sailboats, or catamarans (can race them later).

Campus Games—volleyball, tetherball, soccer, lacrosse, softball, touch football, horseshoes, and any organized small group games such as kick ball, ringtoss, wall ball, chinese soccer (grass), dodge ball, crows and cranes, streets and alleys, bucketball, broom ball, tag games (poison, caboose, pirates, chain).

Operation Marathon — a giant relay taking in all camp activities.

Monks Meal—silent meal, everything done with hand and facial expressions, dressing up makes it even funier.

Mock Trial—all in fun, judge, lawyers, jury, victim, etc.

Nightgown Parade (girls).

Camper Day—campers take over the roles of counsellors and staff.

Indian Day—or it might be **Neptune Day** in which you could combine all related camp activities towards events, costumes, decorations, sports.

Sweat Lodge—find out how to build. Great fun sweating in steam, then jump in the lake.

Waterfront Events—A Safari can be a combination of hike and boat trip. Hold a Fishing Derby — who gets smallest fish, biggest, first caught, most fish? Have you an Early Morning Dip Club (if water warm enough!). Evening Swims on hot nights, with special supervision, are memorable.

Aquatic Meet—ducking for pebbles or eggs, sinkum-sunkum (rowboats with buckets), run in shallow water in life jackets, jelly floating, feet first swim, log rolling, gunwaling, rowboat race with hands paddling, rowboat backwards, jousting. Relays—wearing rubber boots, egg and spoon, sweat shirt change, pingpong ball blow.

C. INDOOR SPECIAL PROGRAMMES, AND FOR RAINY DAYS

Banquet — dress up, tables like hotel dinner, elegant menus, special speakers.

Rain hikes—warm shorts, t-shirts, etc. —hot shower, dry clothes afterwards.

Tournaments — pingpong, checkers, roundtable tennis, dominoes, etc.

Indoor Track Meet—centipede relay, scramble for shoes, wind the string, shoe box race, balloon blowing, team cheers, team songs.

Talent Night—skits, musicals, talking, laughing, whistling contests.

Masquerade and Girls Fashion Show, Charades.

Camp Newspaper—special edition.

Camp Craft — making small sailboats for when the sun comes out again; out-trip gadgets, cabin plaques, whistles, hiking sticks, packboards.

Bingo—all types of ways to win.

Square Dancing — for girls or mixed groups.

Unbirthday Party — like Alice in Wonderland.

Carnival — set up booths, include penny toss, darts, fortune telling. **A Murder Room** for a post mortem being done in complete darkness. Group sits around the table, you tell a story about a man murdered, various parts of body have been found and are passed around the group. (Brains —wet sponge, head (cabbage), hand (glove filled with wet sand), eye (peeled grape) veins (wet macaroni) teeth (kernels of corn) and so on.

Cabin Games — campers will have some, and many can be found in books. You might hold a big games day in the dining room. Find out how to play **Battleship**—it is excellent.

A Rest and Read Period with a special distribution of books, encouragement to write letters, or do quiet crafts can be refreshing change.

EDITOR'S NOTE: Thanks a lot, Gordie, for letting us get a real "taste of your PROGRAMME POT-POURRI". We're all stirred up now to get going on some of the fun!

—•

Sermons Under The Sun

by Eanswythe Flynn,
Camp Brigadoon

A Sunday Service, to have any impact at all, should be simple, short, musical and cheerful, sincere and free of theatricals, a pause in the week to give thanks, sing praises and ask for a blessing on the camp days ahead. Outdoors or in, it is best that some kind of musical instrument be used . . . a portable organ, a piano; or, it might be noted that quite realistic organ effects can be developed with one or two or more Melodicas. Speak to your Director of Music.

This outline, of course, is the suggestion of one camp, can be used only as a starting base.

As campers take their places, the music counsellor might play a melody of well-known hymn tunes, an anthem, appropriate themes from some of the great composers' works. As the music ends, the director (or the person in charge of the service), standing, can set the mood by reading quotations from the Old or New Testament. The following suggestions give some idea of the scope and variety; the choice is as large as the Bible itself.

"Let us come before his presence with thanksgiving and shew ourselves glad in Him with psalms."

"Great is the Lord, and greatly to be praised in the city of our God, in the mountain of His Holiness."

"God is our refuge and our strength, a very present help in trouble."

"The Lord is in His holy temple; let all the earth keep silence before Him."

Follow the reading with the first hymn, announced by the Director (still standing). Monotony is relieved, inci-

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dentally, if campers are asked to stand for the singing of the hymns.

After the hymn, the reading of a short Psalm which can be read together, or the Director can read one line, the campers the next, and so on to the end. Or, if the speaker is basing his talk on the Psalm, it is quite effective if he (or she) reads it alone . . . if he is a good reader!

A Collect or Prayer is said at this point, prefaced by the Director's words, "Let us pray".

Then, the second hymn, or perhaps an Anthem the choir has practiced during the week.

After this, the collection and address . . . or the collection can be made during the hymn after the address.

We cannot emphasize too strongly that the address be kept to a minimum. IT MUST BE SHORT; no longer than ten minutes; in fact, the entire service should last no longer than half an hour.

The last hymn follows the talk, a closing prayer and the reading of the blessing.

May we suggest the general blessing, one that is a favourite and appropriate to every denomination, creed or race:

"The Lord bless us and keep us; the Lord lift up the light of his countenance upon us, and give us peace, now and for ever more." Amen.

——•

AT SPLIT ROCK FALLS

by Raymand Souster

At Split Rock Falls I first saw my death
In a sudden slip the space of a breath,
My windmill body met the crazy shock
Of uncounted centuries of stubborn rock.

At Split Rock Falls I saw green so green
It was as though grass had never been;
In the dappled depths of that pure pool
My face looked at me, recognized a fool.

From Split Rock Falls as I came away
The hint of a rainbow topped the spray;
And the trees tossed down: O let nothing matter
If not beautiful, swift as that singing water.

——::——

THANKS FOR HELPING TO FILL OUR MAGAZINE KNAPSACK!

The Editorial Committee has been delighted to receive from many of you who were speaking or leading discussion groups at the various Camping Conferences, the notes, outlines, or speeches you took the trouble to send in response to our request.

While space, and seasonal application, does not make it possible to use more than a few in any one issue, you may be sure we are going over them with an eye to their possible place in coming issues of the magazine.

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NEWS . . : from the Provinces

The New Executive Committee of Canadian Camping Association

As elected on March 12, 1965, at the Annual Meeting, Parksville, Vancouver Island, B.C. They will serve for a period of two years.

Past President: Dr. W. Donald Smith, 10423 Saskatchewan Drive, Edmonton, Alberta.

President: Mrs. Lorne (May) Brown, 4036 West 30th Avenue, Vancouver 8, B.C.

Vice-President: Mr. Gordon McNab, 2195 East Pender Street, Vancouver 6, B.C.

Secretary: Rev. Ernie T. Loreen, 167 West 26th Avenue, Vancouver 10, B.C.

Treasurer: Mr. Richard Caswell, New Westminster YM/YWCA, 620 Queens Avenue, New Westminster, B.C.

Executive Secretary: Mrs. Charles (Peggy) Etchell, 3845 West 14th Ave., Vancouver 8, B.C.

For the next two years the office of the Association will be located at: 3845 West 14th Avenue, Vancouver 8, B.C.

ONTARIO

Ontario's Annual Meeting on April 26th brought forth the following as their Executive Committee for 1966:

President ..... Mrs. J. Harry Ebbs
Immediate
Past Pres. ..... Mr. Clifford Labbett
Vice-Pres. ..... Mr. John Gilchrist
Mr. John Latimer
Mr. Kirk Wipper
Treasurer ..... Mr. Stan Wild
Rec. Sec. ..... Mrs. Ralph W. Raymer
Members-at-
Large ..... Mrs. June Braaten
Mr. Don Groff
Mr. David Palter
Miss Helen Stewart

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MANITOBA

We received these words of appreciation from Kirk A. W. Wipper, University of Toronto, School of Physical Education, and director of Camp Kandalore, Ontario, who participated in the Conference. Our congratulations, Manitoba!

It was an inspiring experience to visit with Manitoba camping enthusiasts on March 19th and 20th, to share in the Conference conducted on the University of Manitoba campus.

The Conference was sponsored by the Manitoba Camping Association in co-operation with the Fitness and Amateur Sport Branch, Department of Welfare, Province of Manitoba. The theme, "Looking at 'whys' of Camping" included discussions on philosophy, structure and programming in camp. The willingness of the confrerees to share and explore the foundations for each camping operation represented, regardless of obvious differences, speaks well for the Manitoba Camping Association, and for all of Canadian camping!

When one witnesses the enthusiasm and dedication of camping leaders, it is no small wonder that camping is a major force for the training and inspiration of children and young people in so many parts of Canada.

In the discussion groups which followed the theme addresses, an attempt was made to apply philosophical, structural and programme ideas according to the special characteristics of the camps involved. This pattern proved to be stimulating, and permitted the effective participation of a wide variety of camps.

It was indeed a happy venture to travel east to the Nova Scotia Camping Association one year ago and it was a further privilege in 1965 to be part of the Camping Association of Manitoba, my home province.

QUEBEC

In one of Canada's largest daily newspapers there appeared during March in Nathan Cohen's column these observations (which he has since acknowledged must have been based on misleading information.) In it he stated "A major crisis has developed in the Canadian Camping Association . . . As its 1967 centennial project . . . the C.C.A. plans to have boys and girls travel by canoe along the coast-to-coast routes taken by the early explorers, and mark these routes. By virtue of its history and size, Quebec has the longest routes to be travelled and marked. But Quebec has a small summer camp population. Its summer camp industry can't possibly handle its share of the project . . . If Quebec tries to go it alone, the project has to fail. If the other provinces insist on helping (and he says they have offered to but Quebec rejected such an idea), Quebec will withdraw —either way the Canadian Camping Association is wrecked."

The following are the main points stressed by Mr. Bob Lazanik, President of Quebec Camping Association, in a letter sent to Mr. Cohen. It is good that we should all know Quebec's stand on these matters.

"Mr. Cohen, I am indeed taken aback by the information in your column. Firstly, there is not at the present time, nor has there ever been a "major crisis" in our Canadian Camping Association, and certainly not about our Centennial Project, a coast-to-coast canoe trip.

"As a matter of fact, this was discussed at the annual meeting of C.C.A. held on March 12th, in Vancouver, and not only is this the biggest and most exciting project ever undertaken by C.C.A., but it also is serving to draw together more closely the various provincial sections. Not only is our

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PRE-CAMP TRAINING
IN THE SMALL CAMP

by Helen Stewart
Camp Wahcahmie

Concluded from April Issue

(7) Cabin groups and confidential reports from parents — special needs, etc.
(8) Campers' arrival—staff procedure for opening day—Cook's tour in cabin groups
(9) Water Carnival organization—Parents' Day on third Saturday
(10) Reports—mid-term, cabin
(11) Staff evaluation sheets
(12) Parent letters
(13) Junior and Senior C.I.T. programme—training involved
—staff involved and their contribution
—evaluation forms
(14) Staff suggestions from preceding summer

(g) Discussions led by individual staff members who have specific duties and responsibilities at pre-camp and during the camp season:
(1) Daily programme and activities
(2) First day and first week programme
(3) First night procedure and provramme
(4) Evening programme for July
(5) Saturday and Sunday programme
(6) Special days and events planned and scheduled
(7) Three rainy day programmes
(8) Outdoor theatre and dramatics—play read at pre-camp
(9) Council Ring and Chapel organization
(10) Tuck shop procedure
(11) Duty lists—campers, prayers, Sunday, patrol, snack
(12) Junior programme
(13) Singing and campfires
(14) Choir practice
(15) Regattas, Backwoodsman's Day, Marathon
(16) Bulletin board procedure

(h) Cabins (previously cleaned) checked for campers' arrival—clothesline, hangers, garbage boxes, sand barrels, duty list, etc.
(i) Piglet's Pub, Pooh Corner, Windsor Castle, and showerhouse in readiness!
(j) All camp tidied and ready for action in the morning of opening day.

Post-Camp Period: a two day session
(1) Reports, evaluation forms, parent letters completed
(2) Inventories checked and completed. Equipment to be repaired or purchaser for next camp season noted on inventory

(3) Equipment washed, when necessary (eg., sailing, tripping, buoy lines, etc.). All equipment packed away clean and in same neat order as found at pre-camp. Moth crystals used wherever needed.
(4) Equipment needing repair or painted put in designated place to be attended to in the fall
(5) Camper cabins checked and emptied of equipment
(6) Staff quarters left in same spic and span condition as camper cabins
(7) Dismantling of all waterfront and activity equipment, bulletin boards, etc., and stored away.
(8) Discussions—Staff Manual—needed? adequate? where could be improved? (what did it lack? what was unnecessary?)
—Pre-camp —value, suggestions for following year
—what mistakes made
—trouble staff had through ignorance — ie. not covered at pre-camp or between camps
—Between camps session—(spent in relaxation, review of skills, programme for August camp, cabin groups and confidentials from parents)
—handled properly? where improved? Sugestions for this period
—Sugestions for next camp season
—C.I.T.'s—Senior campers to be invited to return as Junior CIT's and the Junior CIT's who merit being asked to start their Senior CIT training.

from page 138

(Quebec) committee set up and already participating in the plans for this canoe trip, but we already have our route marked and have begun to line up member camps who will be taking part in the trip.

"You state that Quebec has a small summer camp population. You might be interested to know that in the summer of 1964 over 70,000 children attended summer camp in the Province of Quebec. Further, we have a very active camping association here, with over 150 member camps, and two sections, one serving English-speaking and one serving French-speaking camps. In 1964 we held the largest conference ever in our history . . . Plans are already under way for an even larger conference in 1966.

"Most of all do we resent your implication that C.C.A. will be wrecked by virtue of this canoe trip. If you had attended the annual meeting of the C.C.A. in Vancouver, you would have been witness to the heart-warming experience of representatives from across Canada—Nova Scotia to British Columbia—completing business pertaining to camping across the nation. You would have seen individual differences put aside as we worked together for a new constitution of C.C.A. and for the creation of a national French section. You would have seen all sections from across Canada rally behind a new national executive, to be located in Vancouver for the next two years, and indeed, you would have seen our Canadian Camping Association in action . . ." (signed Robert Lazanik, President, Quebec Camping Association.

SPECIAL WATERFRONT PROGRAMMES

by Ron Mayeda Camp Kandalore

Ron set out the following as an outline with which to develop discussion at his session at the Ontario Camping Conference in February. We thought it so comprehensive that we feel sure it will help with your waterfront programming just as it stands.

REGATTAS

(a) Mechanics:

The motto of all regattas should be "Maximum activity and maximum participation."

1. Teams
   - —chosen before the actual day
   - —captains chosen before the actual day
   - —attempt made to balance the teams
   - —do we have permanent or non-permanent teams
   - —choosing the name for the team
   - —how many teams do we have (maximum participation)
   - —do we use the same teams for other camp activities
   - —are the captains staff members or senior campers
   - —will the staff be assigned to the teams
2. Interest
   - —sportsmanship vs. winning
   - —team cheers, songs and banners
   - —true competitive atmosphere
   - —results announced to the whole camp. Recognize team effort not individuals
   - —events are known in advance
3. Details
   - —officials obtained (CIT's, instructors, counsellors)
   - —list of equipment needed prepared
   - —the events have been explained to the campers
   - —make sure that even the poor swimmers have an event
   - —provide a meeting place for the team to plan and organize
   - —method of scoring determined and posted
   - —the value of a split regatta for large camps
   - —use only competitive events (no novelty races)
   - —have numerous relays
   - —establish a swimming course and canoeing course (if possible have lanes)
4. Suggested two hour programme

Swimming (Sr. Dock)	*Canoeing* (Sr. dock)
1. Int. 50 yd. free	1. Int. canoe doubles
2. Sr. 50 yd. free	2. Sr. canoe doubles
3. Int. 50 yd. back	3. Int. canoe fours
4. Sr. 50 yd. back	4. Sr. canoe fours
5. Open 200 yd. free	5. Int. kayak
6. Int. free relay	6. Sr. kayak
7. Sr. free relay	7. War canoe race

Naturally we can swim back one week, breast the next and perhaps butterfly. The free relays on alternate weeks could become medley relays.

Other alternatives—sailing takes place in the morning.

Staff races (no more than two) could be included for interest.

Swimming (Jr. dock)
1. Walk, run, crawl, fly
2. 50 yd. free
3. 50 yd. back
4. 1 length free relay (W,R,C,F)
5. free relay

Canoeing
1. 3 man crab race (ns)
2. 3 man crab race
3. canoe doubles
4. canoe fours
5. canoe tug-of-war (ns)
6. War canoe race

5. Suggested officials
—canoe and swim starter
—four finish judges
—announcer
—scorekeeper
—lifeguards (one per team)

(b) **Safety:**
—each team must supply one lifeguard
—have one or two of waterfront staff as lifeguards
—row boat needed to guard canoe races
—stress no dumping during canoe races (especially staff)
—do not allow any horseplay during regatta
—OBEY ALL WATER SAFETY RULES AT ALL TIMES
—do not use safety equipment for event
—the waterfront director should be assigned no specific job. He is the trouble shooter.
—restrict docks to officials only
—make sure that staff are with the campers all the time

(c) **Others:**
—no diving in the regatta since judges' opinion, hard to see, takes a long time, not maximum participation and very little time to train.
—Up to individual camp whether held weekly, bi-weekly or monthly.
—Visitors' day is a good day to hold the regatta
—spectators
—public relations
—main camp activity on display
—clean-up previously assigned.

(d) **Rainy weather:**
—should be previously planned, arranged and organized.
—suggestions:
—mock olympic day
—films
—water safety poster contest
—land demonstration
—instructional classes
—skit day (rehearse for one hour, then show)
—bingo

DEMONSTRATIONS
1. Must be highly organized
2. It must be well rehearsed

3. Spectator space must be looked after
4. A good script must be written for the announcer
5. The demonstration should be short and snappy
6. There should be no water skiing demonstration unless it can be done close to shore.
7. There should be no spectators allowed on the dock
8. A vigorous activity should be provided after the show
9. Rest period is one suggested time for a show
10. If at all possible use other staff other than waterfront staff (Master canoeist, CIT's, experienced campers
11. Naturally the show must be well supervised by the waterfront director.
12. Use campers as demonstrators where possible.

Types

—Water safety
—downproofing (any new items such as Sylvester)
—canoe pageants vs. demonstrations
—special safety show such as how to right a sailboat
—how to set up a campsite
—how to pack for a trip
—artificial respiration (history)
—first-aid
—care of canoe (1st or 2nd day)
—use of specialized equipment (paddleboard, skin and scuba)
—lifejacket demonstration
—canoe repairing
—pre-camp demonstrations for the staff i.e. how to teach various strokes
—care of equipment for staff

To stimulate interest

—use a skit at lunch hour
—poster (done by campers, if possible)
—talk it up in instructional classes

A demonstration may be used as part of a rainy day programme.

RECREATION

(a) Games as part of a lesson:

—This is very important since it provides the fun in your lesson. If your lesson is enjoyable, campers will come back for more and they will be more enthusiastic and they will want to learn
—The game must be related to a skill
—See the Red Cross Instructor's Guide and Reference for a list of games.
—Be sure to declare a winner.
—Over a week period try to make sure that every camper wins at least one game

(b) Games for sectional use:

—On a hot day a game may be played in the water in place of an activity but it must be staffed by sectional staff with the waterfront staff acting only in a supervising role.
—All safety measures must be taken.
—the following are some suitable games:

—water polo
—water basketball
—water baseball
—capture the flag
—log rolling
—water football
—canoe tag

—Be sure that these games are stopped early. Leave them wanting more.
—Don't abuse a game (i.e. play it too often)

(c) **Evening dip:**

—potentially dangerous
—possible at dusk (not pitch black)
—do only with a small group (a cabin group)
—it is only a dip, not a swim
—keep it very short (no more than 5 minutes)
—use the buddy system
—have at least one staff member in the water at the extreme edge of approved area.
—very enjoyable if it is used sparingly.

CANOES AND OTHER CRAFT

(a) **Canoeing Games**

—Hunt the whale (G)
—Tilting (with proper equipment)
—Flags
—Follow the leader (lesson — G)
—Bonker Ball (G)
—Ball tag (G)
—Submarine races
—Gunwale races
—Gunwale bobbing
—Craft paddling
—Crab splash (N.S.)
—Tug of War (N.S.)
—Canoe Sailing
—Portage and Paddle race
—Shake out contests
—Pony express races

(b) **Special Watercraft activities:**

—Floating campfires
—Kayak and war canoe trips
—Canoe sailing
—Slalom course for canoes and kayaks
—Building a barge
—Excursion trips (ray mapping, orienteering)

(c) **Night Campfires:**

—a staff member in each canoe
—motorboat with light in immediate area
—flashlight in each canoe
—good strong platform

—stem and bow ropes to keep tight circle
—two roving canoes using staff only
—lights (floodlights) for disembarking area
—non-swimmers in war-canoes or rowboats with most qualified staff
—sectional activity only
—if there are not enough boats put the campfire out in the lake and leave your campers on shore.

OTHERS

(a) **Special Trips:**
—Skin diving trip
—small group of boys
—half day activity
—two staff in water
—at least one staff in boat
—river trip more exciting than lake
—instructor should go over route first.
—sailing trip
—aquaplaning (use 10-18 HP motor only)

(b) **Miscellaneous:**
—do not hold any underwater races (hyperventilation)
—do not use canoes for obstacle races
—do not encourage outside competitions
—interference with regular activity
—inconvenience and cost of travelling
—often good-will between camps is destroyed
—What is gained?

REMEMBER THAT ALL WATERFRONT ACTIVITIES SHOULD HAVE THE FOLLOWING PRIORITY:

SAFETY
FUN
SKILL

The entire camping community will be shocked and saddened to learn of the sudden passing of our Editor,

DOROTHY MAYBEE DOUGLAS

on

Thursday, May 20, 1965,

after a long illness. Dorothy's many talents will be sorely missed by all of us in "Canadian Camping".

WITH PACK and PADDLE

by J. D. Scott, Camp Wanapitei.

So your camp director has decided that your camp is going to take part in the Centenary Journey Explorations? He has also decided that *you* are going to lead this expedition lasting some twelve to fourteen days. You've suddenly realized that you have never led a trip longer than six days; you feel somewhat overwhelmed, particularly by the many, many details to which you must attend. Herewith a few suggestions:

To begin with, a probable itinerary is a Must. This requires good maps of a reasonably large scale for the entire route. In planning a trip from maps, many things must be considered. Through what type of country will you travel? Can staple foods, such as bread, be obtained along the route? Are camp sites easily available? If river travel is involved, can you and your campers handle rapids 'going down'; or are you 'going up' and so will have to pull or portage all the way? (Perhaps your director forbids running white water,—best check with him to be sure.) Are there many long portages? And on and on and on into the long, long night!

Once the itinerary is set, attention can be turned to other matters. Selecting campers (and staff) for a lengthy trip, is not to be taken lightly. Keep this in mind: in order that a trip be a happy, memorable experience, everybody must work well together. The campers and staff will be in close contact for a considerable length of time. There is no place for petty jealousies, or the slacker who does not pull his load at all times, be it paddling, portaging or working at the campsite.

A long trip can be an un-nerving experience for staff members. To be continually responsible for the campers, twenty-four hours a day, builds up tension and is a strain on the nervous system. It seems advisable that there be at least two staff on any trip for this reason alone, not to mention many others including safety. A second staff member provides release from tensions since you can talk to him, share responsibilities, consult each other, etc. Again, the two staff members must work well together and be companionable.

The food for a long trip soon reaches mountainous proportions. It must all be packed away in packsacks for portaging, along with bedding and other necessary equipment. Packing should be done in a systematic way so that individual items can be located without unpacking everything. The best method seems to be to divide the food and equipment into as many roughly-equal portions as there are packs and work from there. (You need as many packs as there are persons on the trip, less the number of canoes you are taking.)

The choice of canoes and equipment is all important because these items must stand up to prolonged, rugged use. A leaky canoe will bring nothing but headaches and discomfort; and the packsack whose straps break on the first or second portage, is absolutely useless!

If, on your proposed trip, you expect that you may run into portions of rivers or lakes choked with logs being floated to a mill, check. Lands and Forests Officers can usually supply this

information along with the name of the company. Lumber companies by federal law, must provide transportation round such obstacles when it is necessary to block a navigable waterway. Most companies co-operate in this regard — provided the Woods Supervisor or Logging Superintendent knows of your intended arrival well in advance. These Logging Company employees are excellent sources of local information.

If a return trip by train is involved, find out what time the train departs and on which days of the week, during the initial planning. Also arrange to pay for all tickets and excess baggage charges (the canoes) BEFORE leaving camp, to avoid carrying large sums of camp money. The railway will even make arrangements so that it is unnecessary for you to carry your tickets. If you are to be met by the camp truck, be very sure that both you and the driver know the exact time, day and spot at which the pick-up is to occur. Give the driver WRITTEN instructions.

While you are on route make a practice of letting your director know of your progress. This puts his mind at rest and also keeps those at camp interested. A large map of your entire route posted in the dining room or lodge, arouses interest, and the camp can follow your progress if pins are used to mark the route and moved along as your news comes in!

Having arranged the route, chosen the equipment, packed the food and attended to the numerous other necessary details, you're off. Enjoy yourself, and don't forget that your Provincial Centennial Committee wants a detailed log of your encounters en route!

John Scott is the new Chairman of Ontario section of the Cross-Canada Centenary Canoe Journey. He is eager to keep in touch with all provincial projects in this area.

An observation made recently by Bruce West in his regular column in *The Globe and Mail,* Toronto, makes us feel we are on the right track when we plan in future issues of CANADIAN CAMPING to have what we shall probably call "Wilderness Corner".

One of the main ideas of camping is to get back to the simple—and sometimes inconvenient—life. There's something in some of us which rebels at the growing trend toward making everything pushbutton handy. We live in an age when so much is done by the punch of a button or the click of a switch. It makes for a great deal of comfort, but the inner man often finds himself hungering for the feeling that he's doing something on his own for a change.

"The smoke from a campfire may smart his eyes and the cutting of the wood for it may make him sweat, but when it is finally all glowing and blazing and merrily snapping there's something deeply satisfying about it that can never be matched by a thermostatically controlled oil burner.

"Carrying a pail of water from the well helps restore your sense of values because it gives you a better idea of how important fresh water can be. When we casually turn a tap for a glass of fresh water we often forget that this is a luxury enjoyed by comparatively few people in the world.

"Naturally, not many of us would care to live in such a basic manner throughout the year and I'm not knocking the blessings which have been given us by modern science and technology. I'm merely suggesting that there is a certain therapeutic value in going without them for a few days and those of us who would cart them along or have them provided for us at a campsite are missing the whole point of a visit to the great outdoors."

—•

CRAFTS, ANYONE?

by Mary Paton, Camp Onawaw

LINO - CUTS

Use battleship linoleum and speedball cutters or cut with rib of an umbrella.

1. Draw a design on a piece of linoleum.
2. Gouge out areas you do not want printed.
3. Roll printing ink on the linoleum with a roller (Brayer) or brush.
4. Place paper on the inked linoleum.
5. Rub with a wooden spoon.

Lift paper gently and you have a linoleum print. Try different kinds of paper and printing ink (water or oil base will do).

LEAF PRINTING

1. Collect as many types of plants and leaves as you find interesting.
2. Paint over with tempera paint, or roll printing ink on leaves with roller.
3. Press with painted leaf (paint side down) to a sheet of blank paper.
4. Cover with newspaper and press with the palm of your hand.
5. Repeat, using different colours, leaves, plants, till desired pattern is obtained.

CARDBOARD PRINTING

1. Cut out cardboard shapes.
2. Paste them on a piece of heavy cardboard.
3. Paint the cardboard, or roll printing ink on with roller (Brayer).
4. Place newsprint on top and rub with a spoon.
5. Lift gently and now you have a cardboard print.

COLLAGES

1. Paste pieces of cloth, paper, macaroni, seeds, beans, or anything you like on a plain background.
2. You can form a picture or design with paint or ink.
3. Just use your own imagination, and you can create your very own collage!

PAPER MOSAICS

1. Cut different colours of construction paper into small squares, and keep them in separate cups. Make your design with the squares on a piece of heavy cardboard.
2. After you have made your design with the squares, paste each square down, making sure there is space around each one. Very colourful!

BATIK

Materials required:

Paraffin Wax
Cloth (washed to remove sizing) white or unbleached cotton. Old sheet or pillowcase is satisfactory.
Paint brushes (artists brushes)
Dye—cloth dye. We used RIT.
Iron
Newsprint or newspaper or solvent (i.e. carbon tetrachloride)
Double-boiler for melting wax or equivalent (105 oz. can for water, or 48 oz. can for wax)
Pail or tub for dyes.
Stove or hot plate
Wooden frame (depends on size of cloth—we have used 2" x 4" wood for frame)

Procedure:

1. Melt wax in double-boiler.
2. Tack cloth over wooden frame.
3. Paint design with very hot wax on the cloth.
4. Dip cloth in prepared dye (cooled) and stir around with a stick.
5. Take out and hang up to dry.
6. After it is dry, remove wax with solvent or press between newspaper with warm iron.

7. Other colours can be added by re-waxing. The parts you don't wish coloured should be waxed. Remember, if you have yellow and add red, the dyed yellow will become orange if it is not waxed carefully before dipping into the red!

CRAYON DRIP

Materials required: L
Candle, paper (e.g. newsprint), crayons (suggest Peacock Box of 48 crayons gives widest variety of colours).

1. Take paper off crayons — can be broken up.
2. Light candle. Hold the end of the crayon in the flame.
3. Drip hot crayon on paper—it's fun!

NATURE PLAQUES

Materials required:
Pieces of wood (e.g. ¼" plywood, size 12" x 6" or maybe 3" x 6"); dried natural materials; glue; clear spray, or coloured sprays such as silver, red, etc.

Procedure:

1. Sand plywood.
2. Arrange natural materials and glue them in place.
3. Spray with clear or coloured spray.

BEAN AND SEED JEWELRY

1. Soak beans and seeds overnight in dye (we use RIT).
2. Rinse before using.
3. String beans and seeds while soft. Remember you cannot keep them damp too long as they will germinate.
4. Dry remaining seeds and beans and use for collages (see above).

GLASS MOSAICS

Materials required: L
Pieces of wood of different sizes (e.g. ¼" plywood size 12" x 8").
Scraps of coloured glass; brass nails (small head); shellac or clear plastic spray.

Procedure:

1. Sand and shellac or spray wood.
2. Make design on wood using different pieces of coloured glass.
3. Tack pieces of glass gently in place with brass nails.

SOURCES OF SUPPLY: You will find that macaroni can be bought in lots of different shapes and sizes in Italian grocery stores. Feed and Seed stores supply all sorts of seeds and beans. You will find squash seeds, pumpkin seeds, lima beans, peas, Indian corn all useful in these crafts.

BOOKS (May be found in some libraries):

DICTIONARY OF DISCARDS *by Frank Rich;* Association Press, $2.00.

EXPERIENCES IN CREATIVE ART TEACHING *by Victor D'Amico;* Doubleday, $3.25.

CREATIVE CRAFTS FOR CAMPERS *by Catharine Hammett* and *Carol Horrocks;* Association Press, $8.75.

THE BOOK OF ARTS AND CRAFTS *by Marguerite Ickes* and *Esh Reba;* Association Press.

Pocket Books:

YOUR OWN BOOK OF CAMPCRAFT has been re-issued, 35¢.

The colorful Golden Books now come in a 65¢ edition on NATIVE CRAFTS, CRAFTS AND HOBBIES, INDIAN CRAFTS AND LORE.

The Instructor Magazine, F. A. Owen Publishing Co., Instructor Park, Dansville, N.Y. issues a magazine and also in their Instructor Handbook Series: #330 ART RECIPES and #331 PAPER ART, $1.25 U.S. funds.

—•

from pae 129

make bed-rolls; why do we need a ground sheet? Explain the necessity of preparations for a comfortable night's sleep. We will need to store our food. How can we build a "refrigerator" in the campsite; how do we keep our food away from animals? Let the campers understand the importance of these projects before they are built.

And now our campsite is neat and safe, our tent is secure and our bed-rolls and sleeping bags are arranged for the night. We have cooked, eaten, and cleaned up after our supper. The glorious sunset has faded into a black velvety sky with the stars twinkling above us. We are gathered around our campfire until bed-time. The counsellor or camp director will tell us Indian stories or star legends; we will sing our favourite camp songs and quietly talk to our friends as the embers glow and slowly fade away.

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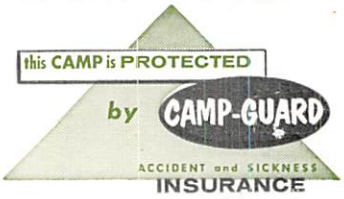

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